DOCUMENT RESUME

ED 306 156 SO 019 824

AUTHOR Carter, John Marshall
TITLE Sports in the Social Studies: A Course Guide.
PUB DATE 88
NOTE 44p.; Contains copies of photographs which may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Curriculum; *Curriculum Guides; Elementary Education; Higher Education; *History; Secondary Education; *Social Studies
IDENTIFIERS *Sport History

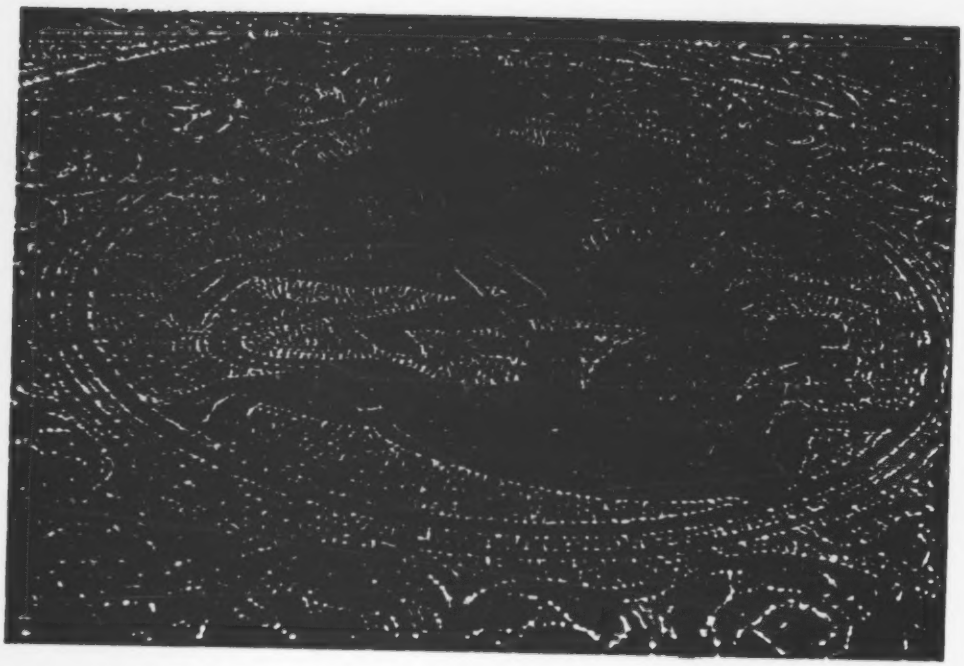
ABSTRACT

Although devised for the college level, this teaching guide could serve as a foundation for the development of courses in sports history or to supplement existing courses in the social studies curriculum at either the elementary, middle, or high school level. The guide is organized into three section: (1) preliminaries, consisting of two sample introductory lectures and a student profile questionnaire; (2) an outline of sports history which includes outlines for 19 lectures ranging from "Sports in the Ancient Near East" to "Sport Themes in the U.S.A.: 1925-1988"; and (3) suggested student activities, primarily consisting of suggested essay topics derived by looking at pictures of sports activities. A bibliography and book review preparation guide are included. (PPB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED306156

SPORTS IN THE SOCIAL STUDIES: A COURSE GUIDE



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JOHN MARSHALL CARTER
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

SO 019 824

JOHN MARSHALL CARTER
DEPARTMENT OF PEDAGOGICAL STUDIES
UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

BEST COPY AVAILABLE

INTRODUCTION

Fifteen years ago, sports history was thought to be a somewhat frivilous undertaking for a serious-minded history professor or social studies teacher. But, in the wake of a growing interest in sports in society, there has emerged a discipline of history and the social sciences that we can call sports history. It is with this newly-developing field that the following teaching guide is involved. Although the study of sports has hardly been the domain of historians, the following guide is intended primarily for teachers of history. However, the guide could hardly have been prepared without the contributions of numerous anthropologists, sociologists, physical educators, and others.

At the present time, sports history courses can be found in colleges and universities throughout the world. The directory of the North American Society for Sport History lists over two-hundred academics affiliated with the study of sports. There are sports history organizations in Canada, Britain, Europe, and Asia. Even with the important work of these groups and others, the study of sports has not been diffused to teachers of history and social studies at the elementary and secondary levels. Several reasons account for this fact. For one thing, the "New Social History," which has been a factor in the rise of sports history, has not penetrated the curricula of elementary and secondary schools.

It is my purpose, in making available Sports in the Social Studies: A Course Guide, to provide teachers of elementary and secondary social studies courses with a functional teaching outline for sports history. A teacher using this guide could teach a semester or year-long course in sports history or the teacher could use the guide to supplement courses in world history, world cultures, western civilization, United States History, and other social studies courses. The guide would be especially valuable to teachers who are beginning to teach humanities courses in secondary schools.

The guide is organized into three sections: 1) Preliminaries; 2) Outline of Sports History; and 3) Appendices that include activities for students. In section three, I have intentionally placed a great deal of interest on writing in sports history. In the preliminary section, I have included a "Student Profile," a simple list of questions that the teacher may want to ask of the students at the beginning of the year. Teachers are encouraged to add to the list of questions.

PRELIMINARIES

Semester Projects

Semester Projects change from semester to semester. The current project requirement(s) will be explained in class.

Student Profile

Directions: Take time to answer the following questions. Please turn these in to the instructor by the end of the first week of class.

1. Name
2. Campus Address
3. Campus Phone
4. Hometown
5. Year
6. Major (or, planned major)
7. Other history courses taken?
8. Participation in Extra-curricular activities
9. Favorite Athlete
10. Favorite Sport
11. Most exciting personal event in sports
12. Favorite Book
13. Favorite Movie
14. Plans for the future (after college)
15. Favorite musical group or performer

Organizing the Past

Historians generally organize the past into three major divisions:

Ancient History, ca. 3500 B.C.-ca. 300 A.D.

Medieval History, ca. 300-1400 A.D.

Modern History, ca. 1400-Present

3500 B.C. 44 B.C. 300 A.D. 1066 A.D. 1492 A.D. 1987 A.D.

Lecture #1

WHAT IS THE USE OF HISTORY?

If you've ever seriously considered all the many perplexing ramifications of the conflict in Beirut, you know the answer to the above question. Furthermore, if you've ever seriously asked yourself 'Who Am I?'--really, Who Am I? then you've partly answered the question above. As we go on our quest of history, let's keep this question in mind. Remember, we have been given a great enterprise. The world of the past is playing a game of "catch-me-if-you-can" with us all. As the poet Arthur Guitermann mused in "Ancient History":

I hope the Egyptians
Had chronic conniptions
I hope the Medes
Got kicked by their steeds;
I hope that the Persians
Got gout in all versions;
I hope that the Greeks
Got toothaches for Weeks;
I hope that the Romans
Had painful abdomens;
They started the fuss
And left it to us!

However, before we begin to answer 'What is the Use of History', we would do well to begin our quest by asking the question 'What is History?' and trying to suggest some answers. Before I offer you some answers by past masters of history, I want you to grapple with the problem. Define history in your notebooks. Remember, as the novelist E.M. Forster reminded us, "I don't know what I think until I see what I say." Let's see what you think--by seeing what you say. Ask yourselves: 'What is history?'

Now that you have tangled with 'What is History' let's see what others have offered. For example, the authors of one text suggest that history is "the study of change over time." The English historian Bolingbroke quoted the Greek historian Thucydides as saying that history "is philosophy teaching by example." The English writer John Dryden suggested that "history is the most pleasant school of wisdom." The famous Roman historian Tacitus enthusiastically articulated that: "This I hold to be the chief virtue of history: to rescue virtuous actions from the oblivion to which a want of records would consign them, and that men should feel a dread of being considered infamous in the opinions of posterity, from their depraved expressions and base actions." These last definitions have been grandiose and excessively positive in their estimations of history. To achieve a balance of opinion, we must offer some negative opinions. For example, the famous French writer, Voltaire, said that, "History is a pack of tricks played upon the dead by the living." We might even turn that phrase around: "History is a pack of tricks played upon the living by the dead." Another famous eighteenth century writer,

the Englishman Edward Gibbon, remarked, "History is little more than the register of the crimes, follies, and misfortunes of mankind." Yet, even when we offer negative opinions about history, we must conclude that history is a powerful weapon.

Four meanings of the word 'history' are offered by two famous American scholars, Jacques Barzun and Henry Graff, authors of the very important work of historiography, The Modern Researcher:

1) "In one use, as in the title The History of The Second World War we mean the story of what happened."
2) "In another use, as in 'By that decision, the President made history,' we mean the notable fact itself."
3) "History: the recollection of the past in the minds of a whole people."
4) "The application of history to a purpose so sharply defined is rare. The benefit more usually expected of it is an enrichment of the imagination that promotes a quick and shrewd understanding of the actions of men in society."

So, at this point, we have made an effort to define history. And, in defining history, we have sought to answer the question 'What is the Use of History?'

To better understand the question 'What is the Use of History?' we might do well to investigate the lives and philosophies of the world's great historians. Who are the famous historians and what are the schools of historical thought? Let's start at the beginning.

Man has been writing history for about five thousand years. But, the ancient Greek Herodotus has been called "The Father of History" because his methods were so closely akin to modern methods of history. Herodotus believed that history should give "great men their due glory." In other words, great men made history. In his Histories, great Greeks and Persians played out their existence on the world's stage. Thucydides, another famous Greek historian, saw history another way. "History is the story of practical politics," he said. His impersonal manner, his austerity, and his objectivity appeal immensely to modern historians. Subsequent ancient historians fall surprisingly into the two categories formulated by Herodotus and Thucydides. The "Great Man Makes History" school includes the historians Livy, Suetonius, Tacitus, and Plutarch. The "Political History" school includes Polybius, Julius Caesar, and Sallust.

With the advent of Christianity, history was injected with a moralism seldom known in the ancient world (although morality is certainly not a monopoly of Christianity; Cicero, the famous Roman orator and writer was a particularly moral man). St. Augustine (354-430) and Orosius narrated events like true historians. They postulated what is known as the Christian View of History. They told of God's plan for mankind. They explained that God worked daily in the affairs of men. Natural catastrophes, they explained, were part of God's chastisement for the evils of mankind. History to the

Christians, unlike the cyclical view of the Greeks of Plato's day, was linear and had three or four distinct milestones: Creation, Birth of Christ, and the Last Judgment. This moral, linear view of history dominated historical writing throughout the middle ages. Chroniclers, usually monks, from Gregory of Tours to Matthew Paris wove God's earthly presence into their dry narratives of kings, churchmen, and knights.

Secular history rises again during the fourteenth, fifteenth, sixteenth, and seventeenth centuries, in that transition we sometimes refer to as the Italian Renaissance. The chief word is critical. The methods of physical science with their insistence on inquiry and questioning and proof, produced a humanistic brand of history writing that has been applauded by the advocates of the scientific view of mankind ever since. A good example of a historian imbued with the new learning was Pierre Bayle and his Historical and Critical Dictionary. In the Frenchman Voltaire, and in his Essays on Manners and Customs of Nations (1756), we have a departure from the traditional political history, a movement away from an almost complete devotion to the upper classes of history--indeed, a rudimentary form of social history.

When we speak of trends in historical writing, we must focus attention on Nationalism, the force which helped to destroy the medieval worldview and which helped forge a new dynamic in historical writing. Writers like Sir Walter Scott in England, Friedrich Herder in Germany, and Jean Michelet in France saw the development of their nations, their glorious pasts, as the stuff of history.

The "genetic method" gained force in the nineteenth century. This approach was tied closely to the evolutionary ideas popularized by men like Charles Darwin and Herbert Spencer. "Behind every phenomenon was a long chain of facts which must be understood."

The Marxist approach to history must be acknowledged because of that philosophy's obvious power in the modern world. Two overriding principles behind the Marxist historical writing are:

1) class warfare since prehistoric times (bourgeoisie versus proletariat)
2) movement on a linear plane toward the end of class warfare

The great knowledge explosion of the nineteenth and twentieth centuries has resulted in a need for specialization. Historians, approaching the study of history with a scientific application of fact and principle, have significantly narrowed the focus of their own studies to probe deeper into the nature of a period, a person, an event. Twentieth century historians have also employed ideas and approaches from other disciplines (such as psychology, anthropology, and sociology). New schools of history have developed: psychohistory, prosopography, the Annales school in France.

Specialization has brought with it the need for sub-disciplines: national history, church history, local history, oral history, social history, economic history, women's history, sport history. Along with

specialization has appeared the many periodizations which provide the historian with important tools: pre-historic; pre-Columbian; ante-bellum, Victorian, early modern, modern, contemporary, American, Chinese, quantitative, computerized. In addition to the aforementioned tools of the historian, there are several others which must be attained and mastered: 1) an enquirying mind; 2) a thirst to know the past; 3) a knowledge of the sources of history, primary, secondary, tertiary; 4) dictionaries, indices, bibliographies; 5) journals; 6) monographs; 7) edited works; 8) foreign languages. Then there is the problem of time!

Time and History are inseparable mates. History is about mankind in time and space. Since ancient times, mankind has plotted time in chunks, a little for work, a little for playing. Ancient man and woman recorded time around great events, such as the flooding of great rivers; around momentous events (the Israelites leaving Egypt comes to mind); historians (scribes) wrote on clay and papyrus. The Greeks and the Romans developed more sophisticated time-keeping devices. The formation of the City of Rome became an important beginning to Roman time-keeping: ab urbe condita (c. 753 B.C.). Late in the Roman Republic, the Julian Calendar helped to make time-keeping more accurate. Again, the Christian impact has been tremendous: our whole way of dating has been influenced by Christianity: B.C. and A.D. (anno domini - in the year of our lord). In the early sixth century, Dionysius Exiguus popularized the use of Anno Domini, a remembrance of the crucifixion. This designation is still in use today. Events were chronicled according to Saints' Days and fifteen year censuses dating back to Roman times. Indeed, grasping the gargantuan amount of time since the earth was created is sometimes a difficult task for a student of history. When someone who is thirty-five or forty is considered old by students who are eighteen or nineteen, twelve hundred years ago, or five million years ago, can hardly be fathomed. Yet, time is on everyone's mind, from the person who just does not have enough to the person who has so much he does not know what to do with it. "Time is on my side," according to Mick Jagger. On the other hand, "Time won't give me time," complains Boy George of Culture Club. But, for our purposes here, "Time past and time future are perhaps present in Time present." We, like T. S Eliot, believe that somewhere back there is us.

Lecture #2

WHAT IS SPORT?

I. Sports play an ever-increasing role in our society. Media attention to professional, intercollegiate, and even high school sports suggest that sport is one of the most wide-ranging spheres of modern life. The 1984 Olympics in Los Angeles certainly underscores the role of sport as a psychological motivator in society. Indeed, sport has been called: "a major component of 'postindustrial' society," "the last refuge of individual enterprise," "a moral equivalent of war," "an arena of exploitation and degradation," "a psychological requirement of modern mass society," "a replacement for religion as the opiate of the masses," among other controversial phrases. Any sphere of human endeavor that generates such analysis by scholars should find a sports-minded general public eager for a better understanding of sport in America and in western civilization. However, one stumling block to a better understanding of sport is the diversity of definitions and the number of words that are related to sport.

II. Play -- "play is a voluntary activity or occupation executed within certain fixed limits of time and place according to rules freely accepted but absolutely binding, having its aim in itself, and accompanied by a feeling of tension, joy, and the consciousness that it is "different" form "ordinary life." Play is the antithesis of work. 1. exercise; brisk, or free movement or action. 2. free or unimpeded movement. 3. action for amusement. 4. enjoyment; pleasure; joy; delight. 5. the carrying on or playing of a game. 6. child's play. 7. fair play. 8. foul play.

III. Ludus (plural - ludi) - Latin word closely associated with sport, sports, games, festivals. Used in Roman and medieval times to mean sports, games, festivals, jousts, tournaments.

IV. Deportare - Latin verb ("to carry away"); Middle English "disport" (to disport oneself of one's daily rigors in favor of a sport or diversion). esporte in Old French; espuerta in Spanish; esporta in Portuguese; and, sporta in Italian.

V. Sport - aphetic for disport. 1. pleasant pastime. 2. entertainment or amusement. 3. recreation. 4. diversion. 5. dalliance. 6. pastime afforded by the endeavor to take or kill wild animals or fish. 7. participation in games or exercises, esp. those of an athletic character. 8. jest, joke, fun, not serious: "to make sport." 9. a series of athletic contests engaged in or held at one time and forming a spectacle or social event. 10. to amuse, entertain, or recreate onself.

OUTLINE OF SPORTS HISTORY

Lecture #3

A SHORT HISTORY OF SPORTS HISTORY

I. Pioneers
   A. Sports Studies Before Strutt
      1. St. Isidore of Seville, Etymologies.
      2. Bernard of Clairvaux
      3. William Fitzstephen, Description of London
      4. Giles of Rome
      5. Maimonides, Guide for the Perplexed
      6. Baldasare Castiglione, Book of the Coutier
      7. James I of England, The King's Book of Sport
      8. Jean Jacques Rousseau, Emile

   B. Joseph Strutt, Sports and Pastimes of the People of England (1801)

   C. Strutt and After
      1. Charles Homer Haskins, "The Latin Literature of Sport"
      2. E. Gardiner, Athletics of the Ancient World
      3. Carl Diem, Weltgeschichte des Sports
      4. Johan Huizinga, Homo Ludens

II. The Growth of a Discipline, ca. 1970 - 1987
   A. The Role of Physical Educators, Anthropologists, and Sociologists

   B. The Sports Historian

   C. Sports History Journals
      1. Canadian Journal of History of Sport
      2. British Journal of Sports History
      3. Journal of Sport History
      4. Arete: Journal of Sports Literature
      5. Sporting Traditions
      6. Stadion
      7. Sportwissenchaft
      8. HISPA Proceedings

   D. Sports History Organizations
      1. North American Society for Sports History
      2. British Society for Sports History
      3. HISPA

   E. Institutes Devoted to Sports Studies
      1. Institut fÜr Sportwissenschaften, University of GÖttingen
      2. Institut fÜr Sportsgeschichte, University of Cologne

Lecture # 4

SPORTS IN THE ANCIENT NEAR EAST

I. The Chronology of Inquiry
   - A. Sumerians (ca. 3500 - 1900 B.C.)
   - B. Babylonians (ca. 1900 - 1300 B.C.)
   - C. Assyrians (ca. 1300 - 600 B.C.)
   - D. Persians (ca. 700 - 331 B.C.)

II. Life in Ancient Sumer
   - A. What is a civilization?
     1. monumental architecture
     2. representational art
     3. writing
     4. complex political organization
     5. organized trade
     6. complex religious organization
     7. metallurgy
   - B. Political Organization
     1. lugal
     2. priests
     3. warriors
     4. citizens
     5. slaves
   - C. Economic Organization
   - D. Gilgamesh and the Ancient Near Eastern Cosmos

III. Sports in Ancient Near Eastern Society
   - A. The Sports of Kings and Aristrocrats
     1. chariot racing
     2. horse racing
     3. hunting
     4. falconry
     5. board games
   - B. Sport as martial training
   - C. Sport as religious festival
   - D. Ball play
   - E. Bullfights and other spectacles

Questions

1. How do sport and war correlate in the Ancient Near East?
2. How do sports reflect the religious practices of Ancient Near Eastern peoples?

Lecture #5

SPORTS IN ANCIENT EGYPT

I. The Division of Egyptian History
   - A. Old Kingdom (ca. 2600 - 2200 B.C.)
   - B. Middle Kingdom (ca. 2200 - 1640 B.C.)
   - C. New Kingdom (ca. 1640 - 1000 B.C.)

II. Old Kingdom
   - A. Menes/Narmer
   - B. Pharaoh as God
   - C. Centralization

III. Middle Kingdom
   - A. Feudalism
   - B. Decentralization
   - C. Hyksos

IV. New Kingdom
   - A. Renewed Vigor
   - B. Imperialism

V. Sports Records in Ancient Egypt

VI. The Sports of Kings
   - A. Sport and War
   - B. Hunting
   - C. The Chariot
   - D. Draughts and Other Board Games
   - E. Ball Play
   - F. Beni-Hassan and Its Insights
   - G. Wrestling
   - H. Other Sports and Pastimes

<u>Questions</u>

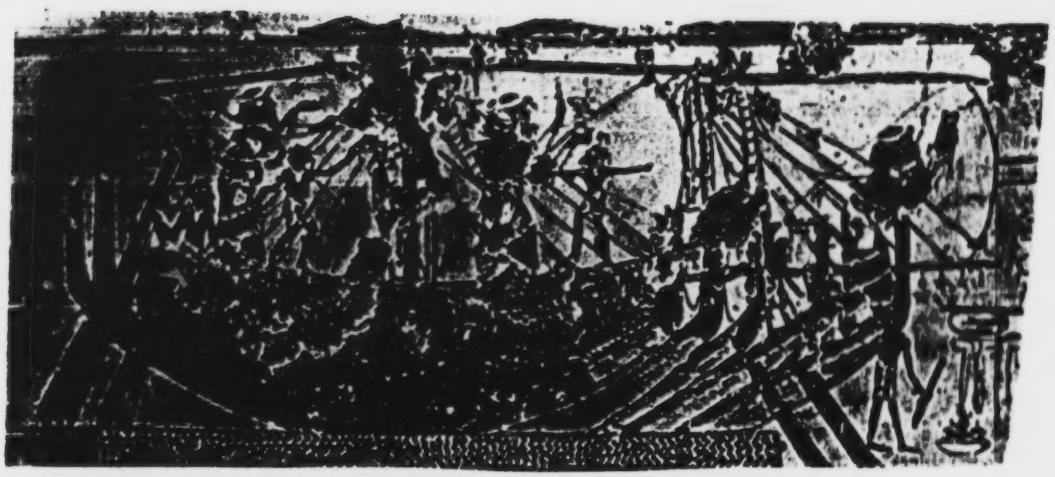
1. Compare the sports of the Egyptians with those of the Sumerians.
2. What impact did the Hyksos have on Egyptian society?

Lecture #6

THE EGYPTIAN LOVE BOAT: SPORTS AND PASTIME ALONG THE NILE

The Egyptian Aristrocrat -- Worldview

Today we will look at some images from ancient Egypt (via a slide presentation). We will also listen to some poetry from the Middle and New Kingdoms. The artwork and poetry should give us a better feel for the way in which Egyptians viewed their world. And, since the slides focus on sports and pastimes, we will be able to understand better how sports and pastimes formed an integral part of Egyptian life.



Lecture #7

TEST #1

This is the first of three tests in this course.

You are encouraged to read back over your notes carefully and to anticipate certain questions on the test.

Although student writing improvement will be given attention in this course, the three semester tests are designed to evalutate the student's knowledge of the facts of the course. Therefore, each of the three tests will be composed of a majority (although not all) of objective questions (multiple choice; matching, etc.)

Students should keep their tests, correct incorrect answers, and use them as study guides for the cumulative final exam.

Sample Multiple Choice Question:

_____ 1. Which of the following was not an event in the ancient Olympics?

A. pentathlon B. race in armor
C. marathon run D. javelin
D. none of these

Sample Matching Questions:

_____	Milo of Croton	A.	Jean Champollion
_____	award for Olympics	B.	olive wreath
_____	Rosetta Stone	C.	Olympic Champion

Lecture #8

JIMMY THE GREEK'S ANCESTORS: GREEK SPORTS AND PASTIMES

I. The Phases of Greek History
   A. The Pre-Greek Phase (ca. 2000 - 1000 B.C.)
      1. Mycenaeans
      2. Minoans

   B. The Age of Homer (ca. 1000 - 800 B.C.)
   C. The Lyric Age (ca. 800 - 500 B.C.)
   D. The Classical Period (ca. 500 - 338 B.C.)
   E. The Age of Alexander

II. Sports, War, and Religion
   A. War and the Polis
   B. The Persian Wars
   C. The Peloponnesian War
   D. Herodotus and Thucydides

III. What Sport Meant to the Greeks
   A. Agon
   B. Aethlos
   C. Arete

IV. Games Greeks Played
   A. Wrestling
   B. Boxing
   C. Pankration
   D. Running
   E. Pentathlon
   F. The Jump
   G. Javelin
   H. Discus

V. Greek Religion and Sports

Lecture #9

THE ANCIENT OLYMPICS

I. The Organization of Greek Games
   - A. Greek Philosophy and Education
   - B. "Sound mind in a sound body"
   - C. Greek Education and Leisure
   - D. Iliad and Odyssey

II. The Origin of Greek Athletic Festivals
   - A. Pythian Games
   - B. Isthmian Games
   - C. Nemean Games
   - D. Olympic Games

III. The Olympic Games
   - A. Beginnings
     1. Hercules
     2. Zeus and Cronus
     3. Pelops
   - B. The Significance of 776 B.C.

IV. The Development of Events
   - A. 776 B.C. - 472 B.C.
   - B. 472 B.C. - 404 A.D.

V. The Reorganization of 472 B.C.
   - A. Religious Ceremonies
   - B. Chariot and Horse Races; Pentathlon
   - C. Footraces
   - D. "Heavy Events"
   - E. Awards

VI. An Olympic Stadium

VII. Milo of Croton: An Olympic Champion

VIII. Ancient Education and Today

Lecture #10

GREEK ATHLECTICS IN THE ROMAN WORLD

I. The Hellenistic Period
   A. The Diffusion of Greekness
   B. The Death of Alexander
   C. A New Order

II. The Origins and Development of Rome
   A. Romulus, Remus, Roma
   B. The Conquest of Italy
   C. The Master of the West
   D. Rome Conquers Greece -- And Beyond

III. Roman Social Life
   A. Social Classes
   B. Sports and Recreation in the Republic

IV. Greek Athletics in the Roman World
   A. Roman Games
   B. Spectator Sports
   C. Cicero on "Greekness"
   D. Panem et Circenses

V. Ball Play in Ancient Rome

VI. The Roman Calendar
   A. Ludi
   B. Religion and Sports

Lecture #11

SHOWS, SPECTACLES, AND LEISURE IN THE ROMAN WORLD

I. The Romans and Their Holidays

II. The Circus Maximus

III. Gladitorial Contests

IV. The Colosseum
  A. Variety of Entertainments
  B. Naumarchiae

V. Sports and Politics in the Late Republic and Empire
  A. The First Century B.C.
  B. Caesar Augustus

VI. Greco-Roman Sports and Early Christianity

Lecture #12

SPORTS, CHRISTIANITY, AND THE EARLY MIDDLE AGES

I. Christian Attitudes Toward Sports
   A. Tertullian, On Spectacles
   B. Augustine
   C. Jerome
   D. The Christianization of Roman Institutions
   E. The End of the Olympics

II. Ambivalent Attidtudes Toward Sport

III. The Early Middle Ages
   A. Germanic Games
   B. The Continuance of Roman Recreation
   C. Roman Baths in the Early Middle Ages

IV. Sports in Germanic Societies
   A. The Ostrogoths
   B. The Franks
   C. The Anglo-Saxons

V. Sports Among the Caroligians
   A. The World of Charlemagne
   B. Sports and the Medieval Church
   C. "God's Athletes"

Lecture #13

TOURNAMENT: MICROCOSM OF MEDIEVAL LIFE (SLIDES)

I. Sport, War, and the Three Orders

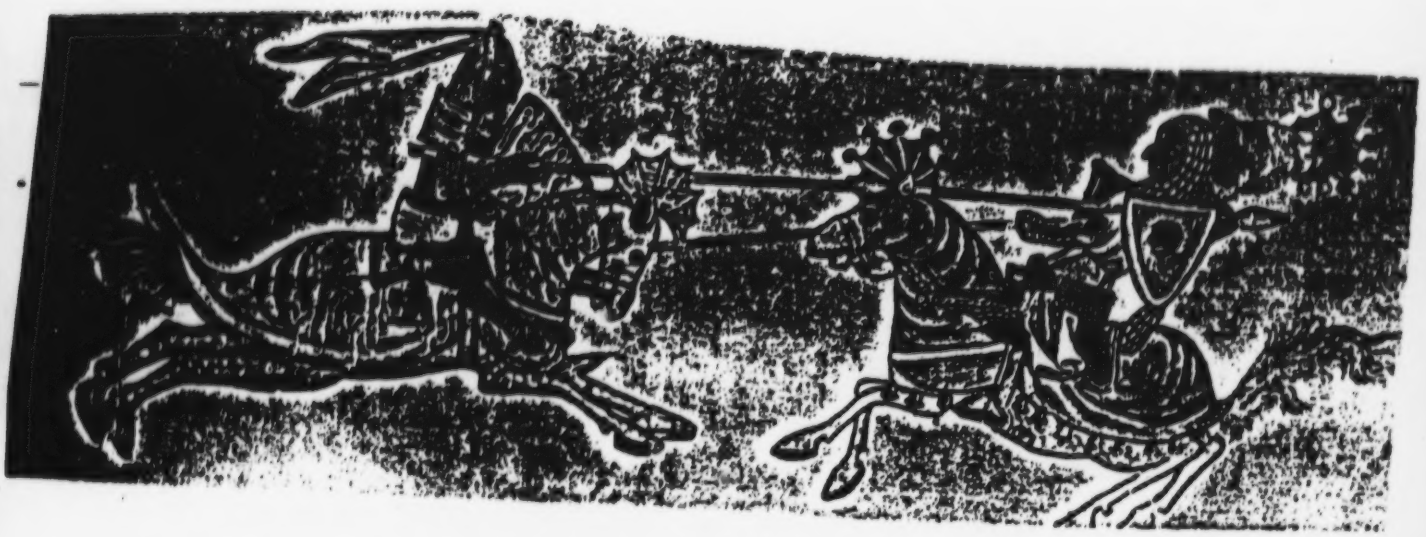
II. The Origins of the Tournament

III. The Growth of Tournaments in the Twelfth and Thirteenth Centuries

IV. Kingdoms, Castles, and Crusaders

V. William Marshall: Medieval Tournament Pro

VI. Tournaments in the Later Middle Ages
   A. As Preparation For War
   B. As Spectacle



Lecture #14

PEASANT AND THEIR PASTIMES IN THE MIDDLE AGES (SLIDES)

I. The Violent Tenor of Life

II. All Work and No Play?

III. The Sources of Peasant Recreations

IV. War and Its Impact

V. Peasant Pastimes in the Bayeux Tapestry

VI. William Fitzstephen: A Medieval Sports Reporter

Lecture #15

SPORTS AND THE TRANSITION FROM MEDIEVAL TO MODERN TIMES

I. The Age of the Italian Renaissance
   A. The Waning of the Middle Ages
   B. Humanism
   C. What is a renaissance?

II. Sports and the Renaissance Man
   A. Looking back at the Greeks
   B. What is a Renaissance Man?

III. The Book of the Courtier and Its Significance

IV. Sports of the Renaissance
   A. The Pursuit of Age-old pastimes
   B. Games Courtiers Played
   C. Sir Thomas Elyot, The Boke of the Governor

Lecture #16

SPORTS IN THE AGE OF THE PROTESTANT REFORMATION

I. The Problem of Reformation
   A. Pre-Lutheran Reformers
   B. Problems of the Late Medieval Church

II. Martin Luther

III. John Calvin _Institutes of the Christian Religion_ (1536)

IV. Wars and Religion (1520 - 1648)

V. The Implications for Sport
   A. Luther's views
   B. Calvins' views

VI. Sport and the Reformation in England
   A. Henry VIII
   B. Philip Stubbes, _Anatomy of Abuses_ (1581)
   C. Sports and the Stuarts
   D. James I, _Declaration on Lawful Sports_
   E. The Puritans

Lecture # 17

SPORTS IN THE SCIENTIFIC REVOLUTION

I. Building the Newtonian Universe
   A. Copernicus, On the Revolutions of the Heavenly Bodies (1543)
   B. The World Machine
   C. The Transformation of Western Society

II. The Quest for Order
   A. The Need to Know
   B. The Impact on Sports
   C. The Jockey Club (1750)
   D. James Weatherby's Racing Calendar (1770)
   E. Rules for Cricket
   F. Marylebone Cricket Club (1787)
   G. Royal and Ancient Golf Club (1754)

III. The Impact on Pugilism
   A. James Figg
   B. Broughton's Rules
   C. Marquis of Queensbury

IV. Industry, Urbanization, and Sports
   A. The Industrial Revolution
   B. England Takes Off
   C. Village to City

V. Sports in Colonial America

Lecture #18

SPORTS AND NATIONALISM

I. Folk Games to National Games
   - A. The Birth of Mass Leisure
   - B. The Tennis Court Oath (20 June 1789)
   - C. The Masses Count
   - D. The Highland Games
   - E. The Gymnast Movement

II. Revolutions and Sports
   - A. Sport and Community
   - B. The Individual and the Team

III. Soccer and Rugby
   - A. Tom Brown's School Days
   - B. Football Association Cup

IV. American Football
   - A. Soccer and Rugby
   - B. Walter C. Camp
   - C. Amos Alonzo Stagg

V. American Baseball
   - A. The Myth of Abner Doubleday
   - B. Early Forms
   - C. Alexander Cartwright
   - D. Cincinnati Red Stockings

VI. Basketball
   - A. James B. Naismith
   - B. Edward Aithcock
   - C. William G. Morgan

Lecture #19

SPORT AND MODERN IDEOLOGIES

I. National and International Ideologies in the Twentieth Century
   A. Nationalism
   B. Socialism
   C. Capitalism

II. Rekindling the Olympic Flame
   A. Baron Pierre de Coubertin
   B. International Olympic Committee

III. World War I

IV. Sport and War -- Again
   A. Khaki Final
   B. Inter-Allied Games

V. Soccer in the Interwar Years

VI. Sport in the Golden 20's
   A. Ruth and Lindbergh and the Euphoria of 1927
   B. Roy Riegels and George Burns and the Disaster of 1929

Lecture #20

SPORT, TOTALITARIANISM, AND THE MODERN OLYMPICS

I. Sport and Totalitarianism
   A. Fascisim
   B. Communism

II. The Nazi Olympics
   A. Mussolini
   B. Hitler
   C. Jesse Owens
   D. Max Schmeling

III. Cold War Games
   A. USA versus USSR

IV. The Olympics in the Nuclear Age
   A. London, 1948
   B. Helsinki, 1952
   C. Melbourne, 1956
   D. Rome, 1960
   E. Tokyo, 1964
   F. Mexico City, 1968
   G. Munich, 1972
   H. Montreal, 1976
   I. Moscow, 1980
   J. Los Angeles, 1984
   K. Seoul, 1988

Lecture #21

SPORT THEMES IN THE U.S.A.: 1925 - 1988

I. Breaking Barriers Through Sports

II. Socio-Economic Barriers

III. The Gender Gap

IV. Breaking Racial Barriers

V. Professional versus Amateur

VI. Cultural-Aesthetic Barriers

VII. Sports' Dirty Laundry

ACTIVITIES

APPENDIX I

Sixth Annual Sports History Shootout!!

Get ready to make sports history! This activity will be explained in class.

APPENDIX 2

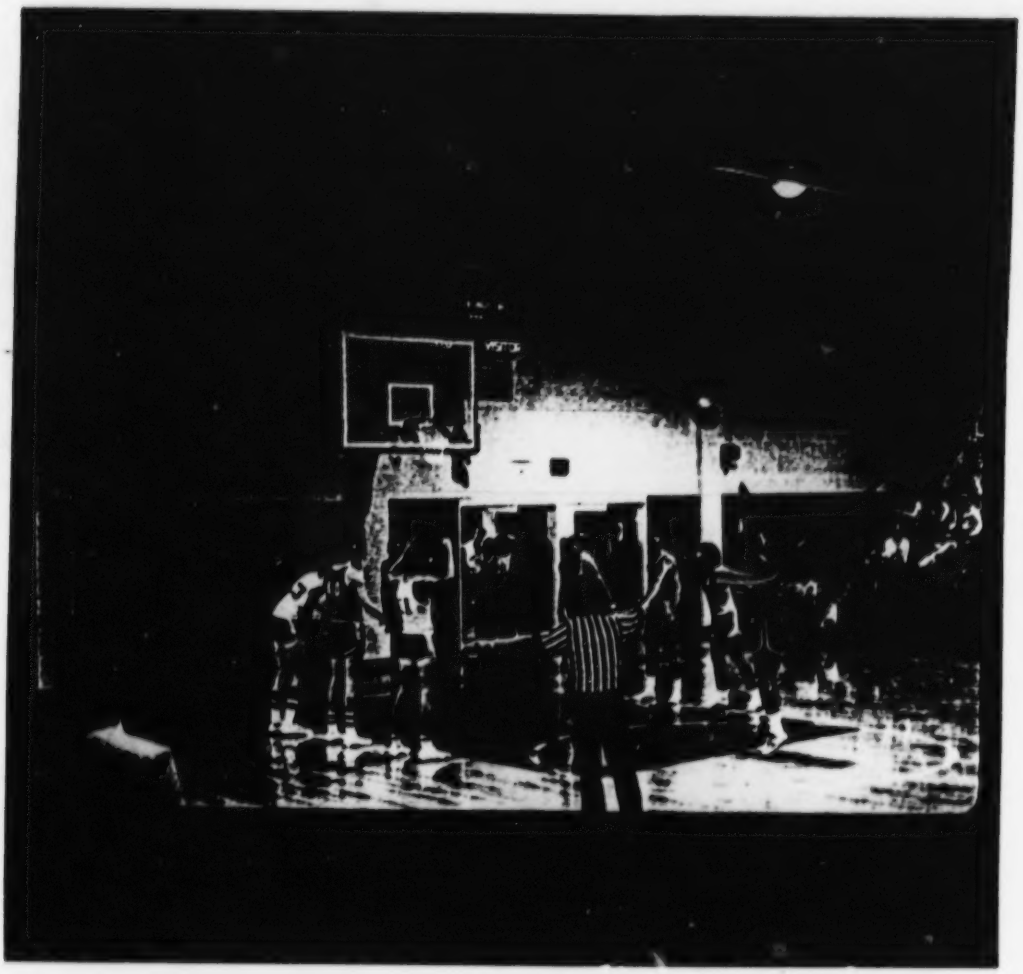
EVERY PICTURE TELLS A STORY.

A. The Tournament Pro

1. Study the photograph carefully.
2. What was the society like in which this sportsman lived?
3. Describe a sporting event in which this sportsman participated?

B. The Foul Shot

1. Study the photograph carefully.
2. Create the background for this particular scene.
3. In an essay, tell what happens in this scene.



C. Making Games Out Of Work

The Dutch medievalist Johan Huizinga said that play was a part of every human activity. Was he correct? Use the subject matter in this photograph to write an essay in which you either defend or attack Huizinga's contention.

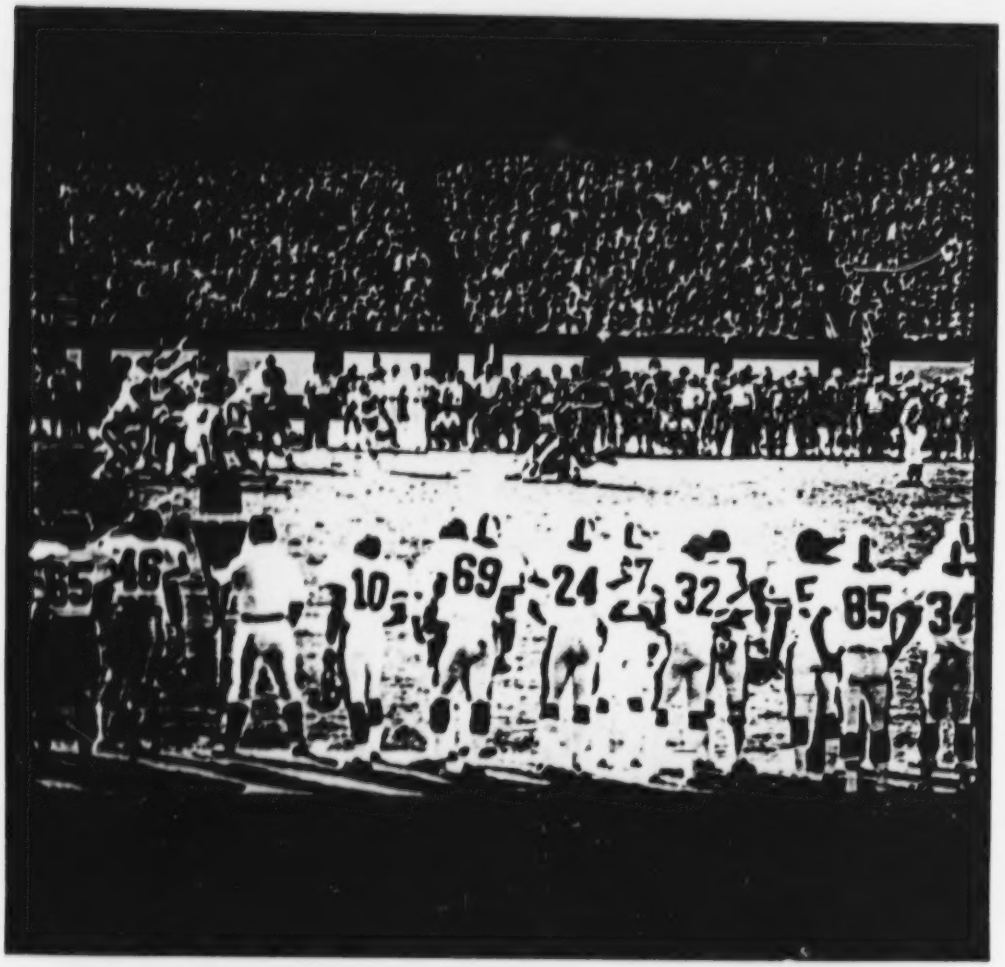
D. The Kick Is Up, It's . . . .

1. Study the photograph carefully.

2. What led to this particular scene?

3. What is going to happen?

4. Write an essay in which you put this particular scene into a meaningful context.



APPENDIX 3

SELECT BIBLIOGRAPHY

Bailey, Trevor, A History of Cricket (Boston, 1978).

Houton, Jim, Ball Four (New York, 1970).

Brailsford, Dennis, Sport and Society: Elizabeth to Anne (London, 1969).

Brasch, R., How Did Sports Begin? (New York, 1970).

Caillois, Roger, Man, Play, and Games, trans. Meyer Barash (New York, 1979).

Carter, John Marshall, "Ludi Medi Aevi": Studies in the History of Medieval Sport (Manhattan, Kansas, 1981).

_____, Sports and Pastimes of the Middle Ages (Columbus, Georgia, 1984).

Clephan, R. C., The Tournament: Its Periods and Phases (London, 1919).

Finley, M. I. and H. W. Pleket, The Olympic Games: The First Thousand Years (London, 1976).

Flowers, Raymond, The History of Skiing and Other Winter Sports (New York, 1977).

Gardiner, E. N., Athletics of the Ancient World (Oxford, 1930).

Henderson, Edwin B. The Black Athlete: Emergence and Arrival (New York, 1968).

Huizinga, Johan, Homo Ludens: A Study of the Play Element in Culture (Boston, 1955).

Gerber, Ellen W., The American Women in Sport (Reading, Massachusetts, 1974).

Naismith, James B., Basketball: Its Origins and Development (New York,)

Roland, Auguet, Cruelty and Civilization: The Roman Games (New York, 1972).

Rappoport, Ken, The Classic: The History of the N.C.A.A. Basketball Championships (Mission, Kansas, 1979).

Strutt, Joseph, The Sports and Pastimes of the People of England (London, 1801).

Warren, H. W., The Story of American Golf (New York, 1975).

APPENDIX 4

BOOK REVIEW PREPARATION GUIDE

In preparing a book review, refer to the styles used in journals such as Speculum, The American Historical Review, and The English Historical Review.

A book review should contain the following information:

1. Author's name and other information about him/her pertinent to the review.

2. Title of the book (and any subtitle).

3. Place and date of publication.

4. Organization
   a. number of pages
   b. number of chapters
   c. other features (appendices, illustrations, tables, maps, index).

5. Critical Reviewing
   a. Explain in sufficient detail the author's central theme.
   b. examine carefully the bibliography and footnotes, evaluate the author's sources.
   c. read the book first by skimming to get the general idea.
   d. formulate your first opinion of the book in a preliminary draft of your review.
   e. reread carefully the portions of the book that appear to be most important.
   f. double check your reading to make sure that you do not misrepresent the author's opinion.
   g. prepare your final draft in good form:
      1. check your sentences to be sure they are logical, clear, and grammatically correct.
      2. check for misspelled words. Each misspelled word or grammatical error appears as an annoyance to the reader.
      3. remember that the book is the product of a man or woman who has put great effort into research and writing. But, good men and women can write poor or mediocre books. Be sympathetic to the author, but do not be intellectually permissive.

APPENDIX 5

Using Primary Sources in Sports History: The Bayeux Tapestry.

1. Study the segments of the Bayeux Tapestry.
2. List the sports and/or recreations you find.

JOHN MARSHALL CARTER teaches social studies education in the Department of Pedagogical Studies at the University of North Carolina at Greensboro. He received his doctorate in history from the University of Illinois at Urbana-Champaign. A veteran middle and high school language arts and social studies teacher, coach, and supervisor of teachers for eleven years, Dr. Carter has taught medieval and sports history at the college and university level. His published works have been in the fields of medieval history, social studies, and pedagogy.